

The University of Chicago

THE DEVELOPMENT
OF WRITTEN ENGLISH EXPRESSION
OF FILIPINO CHILDREN

A PART OF A DISSERTATION SUBMITTED TO
THE FACULTY OF THE DIVISION OF THE
SOCIAL SCIENCES IN CANDIDACY FOR THE
DEGREE OF DOCTOR OF PHILOSOPHY

DEPARTMENT OF EDUCATION

1934

By

ANTONIO ISIDRO Y SANTOS

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

The Background of the Problem

Students of Philippine linguistics have given different estimates of the actual number of languages spoken in the different islands which compose the Philippine Archipelago. Lopez believes that, although there are many languages, they are simply alternative designations of the better known languages which are spoken in the larger and more thickly populated regions of the islands.¹ The major Philippine languages generally recognized are as follows: (1) Pampango, spoken in Pampanga province and part of Tarlac; (2) Iloko, used in the north and west coast of the island of Luzon; (3) Pangasinan, found between the Gulf of Lingayen and Manila Bay; (4) Zambales, found on the western coast of Luzon; (5) Tagalog, spoken from coast to coast in the middle region of Luzon; (6) Bicol, found in the Bicol region; (7) Visaya, found in the Visayan islands; and (8) Maguindanao, spoken in Mindanao.

In the midst of such diversity of languages, some Filipino leaders look upon the English language as the only solution for a unified national language. The Spanish language has never been and is not now popular with the masses despite the three centuries of efforts to teach the Filipinos the Castillian language. Whatever traces of this language are left in the Philippines today are confined to the old passing generation of the

¹C. Lopez, Language Situation in the Philippines. Prepared for the Institute of Pacific Relations, Manila, 1931.

cultured class. The English language, on the other hand, through the agency of the American educational system transplanted in the Philippines is spreading rapidly.

The Philippine public school system was established in the early years of American occupation. Its tremendous growth is well indicated by the fact that whereas in 1915 the total enrollment was only 576,156, in 1932 it reached almost two million. The percentage of school population enrolled in the public schools was 22.50 in 1915 and increased to 36.22 in 1932.¹ From the time a Filipino child enters the school until he drops out or is graduated from the university the language of instruction is English. Admittedly, it is an adventure or an experiment in the teaching of a foreign language. During the whole school life of the child he is required to read not in the native language but in a language whose accent, phonetic organization, and vocal expressions are radically different from what he hears at home and at the playground.

In 1925, a survey of the educational system was undertaken by a commission under the chairmanship of Dr. Paul Monroe. The commission measured the results of instruction which included, among other things, language teaching. It measured the various phases of language instruction, such as the child's mastery of the English language, his reading ability, word pronunciation, and ability to recognize correctness or incorrectness in written English. Since command of the English language includes not only understanding and reading it but also writing it, an attempt was made by the commission to measure the ability of the Filipinos to write English composition. Unfortunately the limitation of time

¹L. B. Bewley, Thirty-third Annual Report of the Director of Education, p. 103. Manila: Bureau of Printing, 1933.

rendered the completion of such needed measurement impossible.

The Problems

This study aims to discover the Filipino child's ability to write English composition. It attempts to investigate the development of English expression and to find its characteristics as a foreign tongue. In a broad sense, the investigation will try to discover the ability in expression of a typical Filipino public school child in the successive school grades from the third to the seventh. When the nature of growth is determined, the limitations and possibilities of training in English expression will be indicated.

Specifically, the first problem will center on the investigation of the quantitative differences in the compositions written by the Filipino children in successive school grades. It will attempt to discover the differences expressed in terms of the number of sentences, number of words, length of sentences, kind of sentences, control of dependent clauses, and growth of phrases. The second problem consists of discovering the evidence of growth in clear thinking as revealed in the improvement in the structure of the sentence and in the progress in grammatical and mechanical usage. The third problem is finding the characteristics of the growth of written English expression of Filipino children by measuring such growth in the standardized scales constructed for the American children.

CHAPTER II

DATA AND METHOD

Data and Their Sources

The materials for this study consist in English compositions written by Filipino children in the public schools from the third grade through the seventh grade. With the co-operation of the Bureau of Education, the central office of a highly centralized educational system, and with the aid of the Division Superintendent in the provinces, 1,530 compositions were secured from 1,530 pupils in Grades III to VII. These compositions were written by pupils within a period of thirty minutes on any one of six topics. The total number of compositions written by pupils from different grades and their distribution in the eight major linguistic regions are shown in Table I.

TABLE I

TOTAL NUMBER OF COMPOSITIONS WRITTEN BY PUPILS FROM
DIFFERENT GRADES FROM DIFFERENT LINGUISTIC REGIONS

Province	Grade					Total
	III	IV	V	VI	VII	
1. Batangas	42	41	37	43	34	197
2. Camarines Sur	37	41	39	39	39	195
3. Capiz	39	40	39	39	40	197
4. Jolo	38	34	21	37	30	157
5. La Union	39	30	39	39	36	183
6. Pampanga	40	41	41	38	39	199
7. Pangasinan ..	41	40	39	40	40	200
8. Zambales	43	40	40	41	38	202
Total	316	307	295	316	296	1530

The distribution of samples is presented in Figure 1, which indicates the linguistic regions from which the compositions were secured.

In an attempt to secure a group of samples fairly representative of the total school population in the grades studied, the system of educational administration and class practices existing in the Philippines were considered. The Philippine school system is under a highly centralized control. The central authority is the Bureau of Education which administers the entire educational system. It issues bulletins and circulars affecting all phases of education, which serve as the directing guides of the superintendents and teachers in the field. With a noticeable absence of local participation in school matters, the policy of the Bureau is closely followed by all the schools under the system.

This system of educational administration produces uniform educational practices all over the Philippines. Strict adherence to the policy of the Bureau results in the uniformity of curriculum materials and methods of instruction. Allowing little variations in the efficiency of teaching due to the training and aptitudes of different teachers, the broad general practices in any province are similar to the practices in all other districts.

The uniform educational practice may produce different results with pupils of different intelligence levels. The most desirable procedure in the selection of the samples would have been to choose pupils of practically the same range of intelligence quotients. Unfortunately, this cannot be done under the present condition due to the fact that, in so far as the writer is aware, the Bureau has not yet developed reliable intelligence tests adapted to the Filipino children nor has it used extensively any form of intelligence or performance tests perfected in this

country.

To control the results that might be produced by pupils of different abilities, the system of grade classification was used as the index of ability. Since the pupils in a given grade are generally classified into different categories representing their relative brightness according to their class average, instructions were issued to the principals who were to collect the English compositions to select the class whose performance represents the average of the entire grade. The extent to which the instructions were complied with was verified by tabulating the compositions according to the class average of the individual pupils. The results of the tabulation showed that the pupils were practically of the same brightness as measured by their class marks. The samples here used are, therefore, random samples of the average pupils in the different grades.

The representative character of sampling having been secured, an adequate number of cases whose central tendency may be considered reliable was determined. This was done by using 1,530 compositions as tentative bases for interpreting general trends. Later, verification of the reliability of the obtained means was made by computing the means of a new and additional set of different compositions consisting of 144 from Grade III and 152 from Grade IV. They were selected at random from the different linguistic regions and they constituted approximately one-half the original number in each province. The differences between the means of the original number and those of the new set reveal no significant differences and prove the stability and adequacy of the size of the samples. The variability of the measures within the samples is shown by the probable error of each mean.

The Topics of the Compositions

In selecting the topics on which the pupils were required to write the compositions, the main objective was to choose those which would give the children the greatest freedom in expression in order to show their ability in writing English composition. The topics were calculated to fall within the grasp of the children's experiences and to challenge their interests. Six topics were given to the pupils from which they chose only one. The six topics given are as follows:

1. How I Helped My Parents.
2. The Game I Like to Play.
3. The Funny Mistake I Made.
4. A Kind Deed I Tried to Do.
5. My Favorite Playmate.
6. A Sad Experience I Had.

An examination of the foregoing topics reveals that they deal with personal experiences or with something which suggests personal experiences of the children. Their attractiveness to children is supported by the findings of several investigations.

Smith¹ conducted an investigation on the written compositions of 10,000 pupils in 30 junior high schools and found that the most attractive topics are those dealing with personal experience. Seventy per cent of the pupils "listed personal experience topics first in a group of five choices, and 23 per cent placed them second." When in the same questionnaire the teachers were "asked to list the five composition topics which they in their experience had found most successful with the children in

¹D. V. Smith, "The Danger of Dogma Concerning Composition Content," English Journal, XV (June, 1926), 415-425.

the seventh, eighth, and ninth grades,"¹ 63 per cent of the topics were on personal experience. The investigation of Symonds² points to the same conclusion. Out of the ten topics for written and oral compositions in the English classroom, the topic on the narration of personal incident was given the highest index of importance by the graduate students according to the frequency of occurrence and degree of reality for high school groups.

The number of compositions written on each topic is exhibited in Table II.

TABLE II
NUMBER OF COMPOSITIONS WRITTEN ON EACH TOPIC

Grade	Topic						Total
	I	II	III	IV	V	VI	
III	135	31	6	56	88	2	316
IV	142	37	9	36	59	24	307
V	112	29	16	28	94	16	295
VI	90	17	33	50	67	59	316
VII	94	32	48	57	74	41	296
Total	571	146	112	227	332	142	1550

The Guide Sheet for Analysis

The construction of a Guide Sheet involved the selection of items which cover the various aspects analyzed in the compositions. For the classification of sentences, kinds of dependent clauses, and kinds of phrases several standard grammar books were

¹Ibid., p. 424.

²Percival M. Symonds, "Real Topics for Writing and Speaking," School Review, XXXVIII (December, 1930), 765-775.

consulted. For structural analysis, that portion referring to structure in the error guide developed and used by Willing¹ has been generally adopted with certain modifications. The portion of the Guide Sheet for grammar has been adopted from the study made by Harap² in which he compiled the findings of thirty-three outstanding investigations in this field, such as those by Lyman,³ Charters,⁴ and Johnson.⁵ The portion of the Guide Sheet which refers to mechanical analysis has been compiled from the various studies such as those of the foregoing investigations and others like Betz and Marshall's,⁶ and Guiler's.⁷ The Guide Sheet which resulted from the combination of the findings in the foregoing studies and which was used in this study follows.

¹M. A. Willing, Valid Diagnosis in High School Composition. Bureau of Publications. New York: Teachers College, Columbia University, 1926.

²H. Harap, "The Most Common Grammatical Errors," English Journal, XIX (June, 1930), 440-46.

³R. L. Lyman, "Fluency, Accuracy, and General Excellence in English Composition," School Review, XXVI (February, 1918), 85-100.

⁴W. W. Charters and E. Miller, "A Course of Study in Grammar," University of Missouri Bulletin, XVI, No. 2 (Education Series 9). Columbia, Missouri: University of Missouri, 1915.

⁵R. I. Johnson, "The Persistency of Error in English Composition," School Review, XXV (October, 1917), 555-80.

⁶A. Betz and E. Marshall, "Grammar Based on Errors," English Journal, V (June, 1916), 491-500.

⁷W. S. Guiler, "Analysis of Children's Writings as A Basis for Instruction in English," Journal of Educational Method, V (February, 1926), 259-64.

GUIDE SHEET

Topics of the Compositions

1. How I Helped My Parents.
2. The Game I Like to Play.
3. The Funny Mistake I Made.
4. A Kind Deed I Tried to Do.
5. My Favorite Playmate.
6. A Sad Experience I Had.

Quantitative Analysis

- I. Total number of words
- II. Total number of sentences
- III. Distribution and length of sentences
- IV. Kinds of sentences
 1. Declarative
 2. Interrogative
 3. Imperative
 4. Exclamatory
- V. Types of sentences
 1. Simple
 2. Complex
 3. Compound
 4. Compound-complex
- VI. Clauses
 1. Noun clause
 2. Adjective clause
 3. Adverbial clause
 1. Time
 2. Cause
 3. Condition
 4. Degree
 5. Result
 6. Purpose
 7. Place
 8. Manner
 9. Concession
- VII. Phrases
 1. Adjective
 2. Adverbial
 3. Infinitive
 4. Participial
 5. Gerund

Structural Analysis

- I. Correct Usage
 - S1. Number of perfect sentences
 - S2. Number of complete sentences
 - S3. Parallel construction correctly used
 - S4. Inverted order
 - S5. Quotations
 - a. Direct
 - b. Indirect
 - c. Divided
- II. Co-ordination and Subordination (C. and S.)
 - S12. Improper use of but and and
 - S13. Miscellaneous
- III. Arrangement of Parts (A. of P.)
 - S21. Misplaced words, chiefly modifiers
 - S22. Awkward position of modifiers
 - S24. Miscellaneous
- IV. Errors in Logic (E. in L.)
 - S31. Undeveloped thought
 - S33. Impossibility in thought
 - S34. Miscellaneous
- V. Changing Point of View (P. of V.)
 - S41. Uncalled-for shift in subject
 - S42. Uncalled-for shift in time
 - S45. Miscellaneous
- VI. Incompleteness (Inc.)
 - S52. Subordinate clause for sentence
 - S53. Phrases for sentences
 - S54. Missing subject, verb or complement
 - S55. Miscellaneous
- VII. General Ambiguity
 - S61. Vague reference of pronoun
 - S62. Meaningless addition of words or phrases
 - S64. Omission of conventional symbol at beginning or end of sentence
 - S65. Miscellaneous
- VIII. Overloadedness or Disjointedness
 - S71. Run-on sentence (3 or more ands)
 - S73. The so, and, but, and then sentences
 - S74. Sentence with vaguely related clauses
 - S75. Long rambling sentences
 - S76. Miscellaneous
- IX. Specific Failures to Make the Meaning Clear
 - S81. Lack of correct relationship of thought in complex sentence
 - S82. Mistakes in idiom
 - S83. Direct translation of Filipino thought into English

- S84. Combination of unrelated numbers
- S85. Mistake in the use of words (indiscriminate, guesses, pretentious)
- S86. Miscellaneous

- X. 95. Omission of Words or Syllables except when used as subject, verb, or complement

XI. Repetition or Wordiness

- S101. Successive repetition of same subject or predicate
- S103. Repetition of same phrase at beginning of sentence
- S104. Nouns repeated instead of using pronouns
- S105. Double subject or complement
- S107. Miscellaneous

XII. Parallel Structure

- S111. Different parts of speech in series
- S117. Miscellaneous

Grammatical Analysis

I. Verbs

- G1. Disagreement of verb with its subject in person and number
- G2. Wrong use of tense in form
- G4. Use of past for the present or vice versa
- G5. Wrong past participle
- G8. Wrong form of infinitive
- G9. Miscellaneous

II. Pronouns and Nouns

- G13. Object of preposition not in objective case
- G14. Object of verb not in objective case
- G15. Other wrong uses of cases
- G17. Disagreement of pronoun with its antecedent
- G18. Wrong use of which and who
- G19. Miscellaneous

III. Adjectives and Adverbs

- G23. Use of adverbs for adjectives and copulative verbs
- G24. Only misplaced in a sentence
- G25. Wrong use of demonstrative adjectives
- G26. Incorrect comparison
- G27. Miscellaneous

IV. Nouns (number)

- G33. Those with changing or unchanging forms
- G34. Those adding s and es

V. Prepositions and Conjunctions

- G41. Use of superfluous preposition
- G42. Use of wrong preposition
- G43. Use of wrong conjunction
- G44. Miscellaneous

Mechanical Analysis

I. Mistake in Use of Terminal Punctuations

- M1. Omission of period at end of declarative sentence
- M2. Wrong use of period
- M11. Omission of interrogation mark
- M21. Omission of exclamation mark

II. Mistake in Use of Comma

- M31. Omission of comma in a series
- M35. Omission in person addressed
- M36. Omission in expletive such as oh, yes
- M37. Omission before direct quotation
- M39. Omission before and after appositive
- M40. Improper use of comma

III. Mistakes in the Use of Quotations, Colon, Semi-colon, and Apostrophe

- M41. Omission of quotation marks in inclosing direct quotation
- M51. A. Omission of semicolon between independent clauses not joined by conjunction
- B. Miscellaneous
- M51. Omission of colon after following in enumeration
- M61. Omission of apostrophe in possessive case

IV. Capitalization

- A. Failure to use capitals
 - M81. At beginning of sentence
 - M82. In proper noun
 - M84. In direct quotation
- B. Improper use of capitals
 - M87. Common nouns capitalized
 - M89. Miscellaneous

V. Error in Spelling

- M91. Wrong spelling

Method of Scoring

The number of compositions analyzed is given in Table I. In Table III is shown the number of sentences analyzed for this study in the different grades and classified according to sex.

TABLE III

TOTAL NUMBER OF SENTENCES ANALYZED IN THIS STUDY

Grade	Written by Boys	Written by Girls	Total
III	943	1186	2129
IV	893	923	1816
V	952	909	1861
VI	1078	893	1971
VII	1029	905	1934
Total ...	4895	4816	9711

Each of the 1,530 compositions was analyzed and scored and the record entered on an appropriate blank designed for the purpose as shown in Figure 2.

The analysis involved two steps. The first step was that of counting the number of words and sentences in each composition and the number of words in each sentence. The second step was that of recording the kinds of sentences, clauses, and phrases, and of scoring the errors committed in the structure, grammar, and mechanics. The records appearing in Figure 2 are explained in the subsequent paragraphs.

In determining the number of words, the following rules have been adopted from those used by McCarthy.¹

¹ D. A. McCarthy, Language Development of the Pre-School Child. Minneapolis: University of Minnesota Press, 1930.

Group No. 2014		Topic I									
Stud. No. —		NUMERICAL					STRUCTURAL				
Sec. B	Oc. Form.	Words		Sentences			1	2	3	4	5
		1	2	3	4	5	6	7	8	9	10
Extent		1	2	3	4	5	6	7	8	9	10
1											
2											
3											
with whom											
1											
2											
3											
4											
5											
Language											
Bic											
Grade											
6											
Average											
79											
School											
N											
Province											
CA											
Birth											
16											
Age											
Length											
6											
Adv. 1											
Adv. 2											
Inf. 3											
Particip. 4											
Ger. 5											
///											
Dec. 1											
5											
1 Simple											
2 Comp.											
3 Compound											
4 Comp. -											
Comp.											
Adv.											
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2											
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4											
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200											

Fig. 2.--Score card used in analyzing the compositions

1. Contraction of a subject and a predicate like we're should be scored as two words.
2. Contraction of a negative and a verb like can't should be scored as a single word.
3. Hyphenated words like by-product and compound words like Mother Goose should be scored as a single word.
4. Each word in a verbal combination like has been playing should be scored separately.
5. The title of the composition should not be included.

The records contained in the Score Card¹ in Figure 2 may be interpreted as follows:

The pupil numbered 2,014 is a boy--the son of a farmer. He comes from a family wherein no one speaks English but where the language of the home is Bicol. He is in the sixth grade of the elementary school in Naga, Camarines Sur, and his general average in the fifth grade was 79 per cent. He is sixteen years old and has been in school six years.

Within a period of 30 minutes, he wrote a composition of 108 words in 9 sentences on the topic, "How I Helped My Parents" (1). The sentences have the following length as measured by the number of words: one sentence has 8 words, one sentence has 9 words, two sentences have 10 words each, two sentences have 12 words each, one sentence has 13 words, one sentence has 16 words, and one sentence has 18 words.

Of these 9 sentences only 5 were analyzed. These five

¹The numbers on the left hand corner of each square of the Score Card correspond to the numbers in the Guide Sheet.

sentences are declarative. Two of them are simple sentences and the others are complex. No noun or adjective clauses are used although there are three adverbial clauses, all of which are adverbial clauses of time. There are three adverbial phrases, one adjective phrase, two infinitive, and three gerund.

Not one of the five sentences is perfect but all of them are complete, i.e., having subject, predicate, and complement. There are five words which are confused for other words or have been indiscriminately used.

His principal weakness in grammar is in the use of verbs. He used in the past tense three verbs which should be in the present, or in the present tense when they should be in the past. In one instance the wrong past participle was used. One of the nouns should be in the plural number. Two prepositions were incorrectly used. He committed one error in spelling.

CHAPTER V
THE GENERAL GROWTH OF THE EXPRESSION ABILITY
OF FILIPINO CHILDREN

Statement of the Problem

In the preceding chapters an attempt was made to analyze the compositions of Filipino children in order to discover the specific elements of growth in written expression as the pupils advance from grade to grade. In those chapters each of these elements is isolated from the others.

The problem of this chapter is to synthesize these elements which have been thus analyzed, and to present the combined elements in the form of a typical Filipino composition representing a standard of attainment for each grade. When the standard of performance for each grade had been determined, its appraisal by experts in language teaching was secured in an attempt to discover the general nature and rate of growth of written expression among Filipino children.

Typical Composition Ability of A Filipino Child
in Successive School Grades

In order to be able to interpret the full significance of the data that follow, it is necessary to recall that the children used in this study were required to write compositions for thirty minutes under normal class conditions on any one of the six topics given to them.

Table XXXI exhibits the statistical facts which give a composite picture of the typical composition ability of a Filipino child in the third grade. This table summarizes all the significant findings in the analyses made in the preceding chapters.

TABLE XXXI

STATISTICAL PRESENTATION OF TYPICAL FILIPINO COMPOSITION ABILITY OF THIRD GRADE PUPILS

Mean Number of Words	Elements of Sentence									
	Sentence									
	Mean Number		Mean Length		Type	Per Cent	Kind		Per Cent	
89.60	10.61		8.49		S	74.45	Dec.		99.11	
					Gx	16.44	Int.		0.52	
	Per.		15.8		Cd	6.39	Imp.		0.19	
					C-C	2.72	Ex.		0.19	
Clause		Phrase		Structure		Grammar		Mechanics		
Num- her	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	
32.8		89.7		72.8		61.5		109.3		
Noun	30.9	Adj.	13.7	C-S	0.3	V	75.4	T.P.	11.5	
Adj.	7.2	Adv.	49.1	A.P.	0.4	P-N	12.2	Com.	10.5	
Adv.	61.9	Inf.	24.1	E.L.	1.1	A-A	3.4	QCA	9.3	
		Part	2.7	P.V.	0.5	N	2.0	Cap.	34.6	
		Ger.	10.4	Inc.	12.1	P-C	7.0	Sp.	34.2	
				G.A.	5.5					
				Ov.	34.1					
				F.C.	27.5					
				Om.	9.8					
				Rep.	10.0					
				P.S.	0.8					

In Table XXXI, the abbreviations used to designate an item are arbitrarily adopted to compress all the significant findings into one presentation. The abbreviation Per stands for perfect sentence for every 100 sentences written by pupils in each grade. The other abbreviations have been used already in previous discussions. The percentages refer to the percentage of an item in any one element of a sentence. Table XXXI will be read in full as an illustration for similar tables in the subsequent discussions.

A Filipino child in the third grade of the public school system, writing a composition within a period of thirty minutes on a subject relating to his personal experience, has a composition ability expressed in the following terms:

The composition has 90 words (89.60) divided into 11 (10.61) sentences each having a length of 8 (8.49) words. Of these 11 sentences, 15.8 per cent are perfect, free from any error, and all others are subject to one kind of error or another. These sentences are classified according to types, 74.45 per cent being simple, 16.44 per cent, complex, 6.39 per cent, compound, and 2.72 per cent, complex-compound. When they are classified according to kinds, 91.11 per cent are declarative, .52 per cent are interrogative, .19 per cent are imperative, and .19 per cent are exclamatory.

There are .328 dependent clauses per sentence. These clauses are divided into the following: 30.9 per cent, noun clauses; 7.2 per cent, adjective clauses; and 61.9 per cent, adverbial clauses.

There are .897 phrases for every sentence. These phrases are made up of 13.7 per cent adjective phrases; 49.1 per cent, adverbial phrases; 24.1 per cent, infinitive; 2.7 per cent,

participial; and 10.4 per cent gerund.

The composition has .728 structural errors per sentence. These structural errors consist of the following: 0.3 per cent are due to faulty co-ordination and subordination (C-S) of ideas; 0.4 per cent caused by poor arrangement of parts (A.P.); 1.1 per cent on account of faulty logic (E.L.); 0.5 per cent due to unwarranted change in point of view (P.V.); 12.1 per cent caused by incompleteness of sentence (Inc.); 5.5 per cent due to poor construction resulting in general ambiguity (G.A.); 34.1 per cent due to overloadedness; 27.5 per cent caused by certain specific failures to make the meaning clear (F.C.); 7.8 per cent caused by omission of words or syllables; 10.0 per cent caused by unnecessary repetition; and .8 per cent due to faulty attempt to use parallel structure.

There are .615 grammatical errors per sentence. In the whole composition the percentage of errors is as follows: 75.4 due to faulty use of verbs; 12.2 due to faulty use of nouns and pronouns; 3.4 due to mistakes in the use of adverbs and adjectives; 2.0 caused by faulty formation of plurals of nouns; and 7.0 due to faulty use of conjunctions and prepositions.

There are 1.09 mechanical errors per sentence. The total mechanical errors in the composition are made up of the following percentages: 11.5 caused by faulty use of terminal punctuation; 10.5 caused by faulty use of comma; 9.3 due to faulty use of quotation marks, colon, semicolon, or apostrophe; 34.6 due to use of capitalization; and 34.2 due to mistakes in spelling.

When these percentages and ratios are translated into actual numbers, and the numbers are rounded to avoid fractions, a composition of a third grade pupil will have the following characteristics: The composition has a length of 90 words used

in 11 sentences. These eleven sentences are made up of 8 simple, 2 complex, and one compound. All of them are declarative sentences. There are 4 clauses which are made up of one noun clause, one adjective clause, and 2 adverbial clauses. There are 10 phrases consisting of one adjective, 5 adverbial, 3 infinitive, and one gerund. Of these eleven sentences only two are absolutely perfect. The others are subject to the following errors: 8 caused by mistakes in structure, 7 in grammar, and 12 in mechanics.

In accordance with these characteristics, a typical composition of a third grade pupil is exhibited.

How I Helped My Parents

1 One day my little sister was crying. 2 My mother was
 (1991) (642) *adj* (1987) (1991) (1937) (1944) (1935) (1991)
 coocking rice (of dinner) So ⁽⁵⁵⁴⁾ sed mother I shall coock
 (564) (1991) (1981) (573) *adv*
 the rice my sister is cring 3 then (in the evening) I
 (1991-64) ⁽¹⁹⁴⁾
 coock the rice (to eat) 4 I was our dishes (in the morning) (194)
 (1991) (62) (1991) (585) *adv*
 5 [When I sweep the floor] I got flywood. 6 And get my sister
 (542) *adv* (582) *adv* (573)
 (to my mother.) 7 My mother did not anger (with me) 8 Then
 my mother was happy. 9 [Then my mother call me] I went
 (194) *Inf* (64) (Ger)
 (to help) her. 10 My sister stop (crying) 11 That was [how I
 helped my parents]

The numbers in the foregoing composition refer to the corresponding number in the Guide Sheet. As an illustration of the typical compositions in other grades, this composition will be analyzed and explained in full.

The composition has 91 words used in 11 sentences with an average length of $8 \frac{3}{11}$ words in each sentence. The distribution of the length of sentences is as follows: one sentence with 4 words, one sentence with 5 words, 5 sentences with 7 words each, one sentence with 8 words, two sentences with 10 words each, and one sentence with 19 words.

Sentence No. 1

It is a simple declarative sentence. It is perfect, free from any kind of error.

Sentence No. 2

It is a compound sentence. "My mother was coocking rice of dinner" is the first clause. "So sed mother I shall coock the rice my sister is cring" are the other clauses.

Coocking (M91) is misspelled; of dinner is an adjective phrase modifying rice, and of (G42) dinner shows that the preposition is wrong. So (M87) should not be capitalized because it is a common word and does not begin a sentence. S54 shows that the subject is omitted, sed (M91) is misspelled; "mother I shall coock the rice my sister is cring" is a noun clause used as the object of the verb said (sed). M37 shows that a comma is omitted before the direct quotation. M41 indicates that it is not inclosed with quotation marks. Mother (M84) is not capitalized as the first word of a direct quotation. Mother (M35) indicates the omission of comma after the person addressed. Cook (M91) is misspelled. S64 indicates the omission of conventional symbols (period and capital letter) at the end of

one sentence and the beginning of the other. Cring (M91) indicates misspelling.

Sentence No. 3

It is a simple declarative sentence. Then (S73) indicates that it is one of the then sentences. M81 shows failure to capitalize the beginning word of a sentence. In the evening is an adverbial phrase modifying coock. Cooock (M91 and G4) shows the mistake in spelling and the failure to put the verb (G4) in the past tense. To eat is an infinitive phrase.

Sentence No. 4

It is a simple declarative sentence. Was (S85) shows the indiscriminate use of was for washed. In the morning is an adverbial phrase modifying was. M1 indicates the omission of a period at the end of a declarative sentence.

Sentence No. 5

It is a complex declarative sentence. When I sweap the flor is an adverbial clause of time. Sweap (M91) and flor (M91) are misspelled words. Flywood (S85) is an indiscriminate use of a word. G2 indicates wrong tense form.

Sentence No. 6

It is a simple declarative sentence. And (S73) indicates that it is one of the and sentences. S54 indicates that the subject is omitted. Get (G4) should be in the past tense. To (G42) my mother is an adverbial phrase indicating the wrong use of the preposition to.

Sentence No. 7

It is a simple declarative sentence. Did not anger with me (S82) shows a mistake in idiom. With me is an adverbial phrase.

Sentence No. 8

It is a simple declarative sentence. Then (S73) indicates that it is another then sentence.

Sentence No. 9

It is a complex declarative sentence. When my mother call me is an adverbial clause of time. Call (G4) shows that call should be in the past tense. To help is an infinitive phrase.

Sentence No. 10

It is a simple declarative sentence. Stop (G4) should be in the past tense. Crying is a gerund.

Sentence No. 11

It is a simple declarative sentence. How I helped my parents is a noun clause.

An uncorrected form of the composition is also presented.

How I Helped My Parents

One day my little sister was crying. My mother was cooking rice of dinner. So sed mother I shall coock the rice my sister is cring. then in the evening I coock the rice to eat. I was our dishes in the morning. When I sweap the flor and I got flywood. And get my sister to my mother. My mother did not anger with me. Then my mother was happy. when my mother call me I went to help her. My sister stop crying. That was how I helped my parents.

The foregoing composition is presented in an effort to show concretely what has been described at length in the preceding section. It is the typical composition of a third grade

pupil, in the sense that it approximates¹ very closely the numerical description given in Table XXXI.

The typical composition ability of a fourth grade pupil is presented statistically in Table XXXII. According to this table, a typical composition of a fourth grade pupil will have the following characteristics: The composition has a length of 88 (87.59) words divided into 9 sentences (8.92). In the composition there are 6 simple sentences, 2 complex, and one compound. All the sentences are declarative. There are 5 dependent clauses consisting of one noun clause, one adjective clause, and 3 adverbial clauses. There are 10 phrases composed of 2 adjective phrases, 4 adverbial phrases, 2 infinitive, and 2 gerunds. Only 2 out of the 9 sentences are perfect; the others are subject to some kind of error. There are 7 structural errors, 6 grammatical errors, and 6 mechanical errors.

A corrected form of a typical composition of a fourth grade pupil in the Philippine public school is exhibited.

How I Helped My Parents

1. [When I ⁽⁵⁸⁵⁾go home (from school)] I get ⁽⁵⁴²⁾the broom and swept
the floor. 2 (After that) I dust the floor. 3. And ⁽⁵⁷³⁾go ⁽⁵⁵⁴⁾(to
the market) ⁽¹¹⁾(to buy fish) 4. (After that) I shall ⁽⁶²⁾cooked the
fishes [which I buy] ⁽⁵⁷³⁾ 5. Then ⁽⁶¹⁷⁾when it is cooked I called my ⁽⁶⁴⁾

¹The typical compositions here shown and those that will be presented in subsequent discussions were selected from all the compositions analyzed. Some modifications were made to conform to the characteristics found. They do not fit exactly the numbers given in the characteristics, but they are very close to them and may be said to be typical.

TABLE XXXII
STATISTICAL PRESENTATION OF TYPICAL FILIPINO COMPOSITION
ABILITY OF FOURTH GRADE PUPILS

Mean Number of Words	Elements of Sentence									
	Sentence									
	Mean Number	Mean Length	Type	Per Cent	Kind	Per Cent				
87.59	8.92	9.78	S	62.22	Dec.	99.0				
			Cx	23.84	Int.	0.9				
	Per.	25.9	Cd	6.00	Imp.	0.1				
			C-C	6.94	Ex.	0.0				
Clause		Phrase		Structure		Grammar		Mechanics		
Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	
45.0		105.3		77.3		63.8		63.4		
Noun	15.3	Adj.	16.5	C-S	0.1	V	77.1	T.P	6.5	
Adj.	11.6	Adv.	43.7	A.P.	1.0	P-N	11.0	Com.	11.7	
Adv.	73.1	Inf.	19.9	E.L.	0.9	A-A	2.4	QCA	7.6	
		Part.	2.1	P.V.	1.0	N	2.1	Cap.	33.4	
		Ger.	17.8	Inc.	10.3	P.C.	7.4	Sp.	40.8	
				G.A.	7.1					
				Ov.	29.6					
				F.C.	32.5					
				Om.	8.6					
				Rep.	6.9					
				P.S.	2.0					

parents^(M1) 6. (After eating) I clean the table and wash the
dishes. 7. I rob^(S85) the floor the chairs and the furnitures.^(M91)
8. [When it is finish^(G5)] I take care (of my baby Sister^(M87)) (to eat)
9. (After that) I washed the dishes and my Sisters^(M87) make cakes^(G4)
(for there eating.^(S85))

In the uncorrected form the typical fourth grade composition appears as follows:

How I Helped My Parents

When I go home from school I get the broom and swept the floor. After that I dust the floor. And go to the market to buy fish. After that I shall cooked the fishes which I buy. Then when it is cooked I called my parents. After eating I clean the table and wash the dishes. I rob the floor the chairs and the furnitures. When it is finish I take care of my baby Sister to eat. After that I washed the dishes and my Sisters make cakes for there eating.

Table XXXIII exhibits the statistical presentation of a typical composition of a fifth grade pupil. According to this table, the typical composition of a fifth grade pupil has the following characteristics: There are 10 sentences with 113 words. These 10 sentences are made up of 5 simple sentences, 3 complex, one compound, and one complex-compound. All of them are declarative. There are 6 clauses, consisting of one noun clause, one adjective clause, and 4 adverbial clauses. There are 11 phrases, made up of 2 adjective phrases, 5 adverbial, 2 infinitive, and 2 gerunds. Only 2 of the 10 sentences are perfect. Twenty errors are found, consisting of 7 errors in structure, 8 in grammar, and 5 in mechanics.

A typical composition of a fifth grade pupil is closely

TABLE XXXIII
STATISTICAL PRESENTATION OF TYPICAL FILIPINO COMPOSITION
ABILITY OF FIFTH GRADE PUPILS

Mean Number of Words	Elements of Sentence									
	Sentence									
	Mean Number	Mean Length	Type	Per Cent	Kind	Per Cent				
113.12	9.56	11.53	S	47.6	Dec.	99.5				
			Cx	34.8	Int.	0.3				
	Per.	16.1	Cd	7.6	Imp.	0.1				
			C-C		Ex.	0.0				
Clause		Phrase		Structure		Grammar		Mechanics		
Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	
62.8		44.2		70.7		79.0		51.6		
Noun	14.6	Adj.	15.2	C-S	0.0	V	76.9	T.P.	4.9	
Adj.	12.3	Adv.	47.7	A.P.	1.1	P-N	7.8	Com.	14.0	
Adv.	73.1	Inf.	21.2	E.L.	1.6	A-A	2.5	QCA	10.8	
		Part	1.6	P.V.	1.6	N	4.2	Cap.	29.9	
		Ger.	14.3	Inc.	9.0	P-C	8.6	Sp.	40.4	
				G.A.	8.0					
				Ov.	29.6					
				F.C.	27.1					
				Om.	10.8					
				Rep.	8.1					
				P.S.	3.2					

represented by the following:

How I Helped My Parents

1. I help my parents (clean) the dirty things (in the house.)
 2. [When my mother is (in the market)] I take good care (of the
 baby). 3. [When my mother arrive⁽⁶¹⁾] I bath my little sisters,⁽⁵⁵³⁾⁽¹¹⁴⁰⁾
 and brothers. 4. (In our house) I help my parents (to arranged⁽⁶⁸⁾)
 our furnitures. 5. (In Saturday⁽⁶⁴²⁾) I pull the weeds (in the
 garden)⁽⁵²²⁾ [which grows plenty.] 6. Then (on Sunday) I dressed my⁽⁵⁷³⁾
 little brothers and I carry⁽⁵⁵⁴⁾. 7. Everyday I fed the pigs⁽⁶⁴⁾⁽¹¹³¹⁾
 hens and dog. 8. [When our yard is dirty] I helped my mother⁽⁶⁴⁾
 (on sweeping⁽⁶⁴²⁾⁽¹¹⁴¹⁾) and (in cleaning it.) 9. I make house attractive⁽⁵⁹⁵⁾
 and I dicorate⁽¹¹⁹¹⁾ (on Sunday) [when my sister is away.] 10 This is
 way⁽⁵⁹²⁾ how I help my parents.

In an uncorrected form the foregoing fifth grade composition is presented.

How I Helped My Parents

I help my parents clean the dirty things in the house. When my mother is in the market I take good care of the baby. When my mother arrive I bath my little sisters, and brothers. In our house I help my parents to arranged our furnitures. In Saturday I pull the weeds in the garden which grows plenty. Then on Sunday I dressed my little brothers and I carry. Everyday I fed the pigs hens and dog. When our yard is dirty I helped my mother on sweeping and in cleaning it. I make house attractive and I dicorate on Sunday when my sister is away. This is way how I help my parents.

Table XXXIV exhibits a statistical presentation of a typical Filipino composition ability of sixth grade pupils. This table indicates that a typical composition of a sixth grade pupil in the Philippine public schools has the following characteristics: It has 10 sentences made up of 119 words. Classified according to types, these sentences are made up of 5 simple, 3 complex, one compound, and one complex-compound. All of them are declarative sentences. There are 6 dependent clauses, consisting of one noun clause, one adjective clause, and 4 adverbial clauses. There are 13 phrases, composed of 2 adjective phrases, 7 adverbial phrases, 3 infinitives, and one gerund. Three of the 10 sentences are perfect; the others have the following errors: 6 structural errors, 7 grammatical errors, and 4 mechanical errors.

The corrected form of a typical sixth grade composition is exhibited.

How I Helped My Parents

1. One day [while I was playing (in our garden)] I saw my mother (getting) water (at the well) 2. I immediately ran (to her) and I said I wanted (to help) her. 3. I help my father (in his work also) 4. [If my mother goes (to store) (near our house)] and [when she ask my help] I help her. 5. I help my sisters [when they are working.] 6. I help my parents (in washing) our clothes and (to sweep) the floor (of the house.) 7. Then I carry my sisters and put it (to sleep) (in the bed.) 8. I like my baby sister Maria. 9. My mother send me

TABLE XXXIV
STATISTICAL PRESENTATION OF TYPICAL FILIPINO COMPOSITION
ABILITY OF SIXTH GRADE PUPILS

Mean Number of Words	Elements of Sentence									
	Sentence									
	Mean Number		Mean Length		Type	Per Cent		Kind	Per Cent	
119.02	9.85		12.21		S	50.4		Dec.	99.2	
					Cx	32.5		Int.	0.2	
	Per.		23.9		Cd	8.6		Imp.	0.4	
					C-C	8.6		Ex.	0.3	
	Clause		Phrase		Structure		Grammar		Mechanics	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	63.4		133.3		60.9		66.4		36.5	
	Noun	21.9	Adj.	16.4	C-S	0.5	V	69.8	T.P.	4.7
	Adj.	14.2	Adv.	50.2	A.P	2.1	P-N	12.3	Com.	17.5
	Adv.	63.9	Inf.	19.6	E.L	1.9	A-A	2.5	QCA	13.1
			Part	3.9	P.V.	1.8	N	6.3	Cap.	23.5
			Ger.	9.9	Inc.	7.2	P.C.	9.1	Sp.	41.2
					G.A.	7.8				
					Ov.	27.1				
					F.C.	25.9				
				Om.	14.0					
				Rep.	9.4					
				P.S.	2.2					

(to school) everyday. /o This is the way [in which I help my parents.]

In an uncorrected form the foregoing composition appears as follows:

How I Helped My Parents

One day while I was playing in our garden I saw my mother getting water at the well. I immediately ran to her and I said I wanted to help her. I help my father in his work also. If my mother goes to store near our house and when she ask my help I help her. I help my sisters when they are working. I help my parents in washing our clothes and to sweep the floor of the house. Then I carry my sisters and put it to sleep in the bed. I like my baby sister Maria. My mother send me to school everyday. This is the way in which I help my parents.

Table XXXV exhibits the statistical presentation of typical Filipino composition ability of seventh grade pupils. This table reveals the following characteristics of a typical composition of seventh grade pupils in the Philippine public schools. There are 12 sentences, having in all 146 words. Classified according to types, these sentences are made up of 6 simple sentences, 4 complex, one compound, and one complex-compound. All of them are declarative sentences. There are 7 clauses, consisting of one noun clause, one adjective clause, and 5 adverbial clauses. There are 17 phrases, composed of 3 adjective phrases, 8 adverbial phrases, 3 infinitives, one participial phrase, and 2 gerunds. There are 4 perfect sentences; the others have the following errors: 5 structural, 7 grammatical, and 3 mechanical.

The foregoing characteristics are represented by the following typical composition in the seventh grade:

TABLE XXXV
STATISTICAL PRESENTATION OF TYPICAL FILIPINO COMPOSITION
ABILITY OF SEVENTH GRADE PUPILS

Mean Number of Words	Elements of Sentence									
	Sentence									
	Mean Number	Mean Length	Type	Per Cent	Kind	Per Cent				
146.39	11.65	12.56	S	51.1	Dec.	99.3				
			Cx	35.8	Int.	0.4				
	Per.	32.3	Cd	7.4	Imp.	0.2				
			C-C	5.7	Ex.	0.1				
	Clause		Phrase		Structure		Grammar		Mechanics	
	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent	Num- ber	Per Cent
	60.8		153.1		45.4		55.8		23.5	
	Noun	19.4	Adj.	18.9	C-S	0.2	V	69.2	T.F.	2.9
	Adj.	17.6	Adv.	46.4	A.P.	2.8	P-N	8.9	Com.	14.1
	Adv.	63.0	Inf.	19.8	E.L.	1.1	A-A	2.1	QCA	12.3
			Part	4.3	P.V.	3.0	N	6.6	Cap.	22.6
			Ger.	10.6	Inc.	8.4	P-C	13.2	Sp.	48.1
					G.A.	5.0				
					Ov.	24.7				
					F.C.	23.7				
					Om.	17.0				
					Rep.	10.6				
					P.S.	3.5				

How I Helped My Parents

1. Our parents are the ones [who are helping us (in our studies)] 2. We must give (them) ⁽¹¹⁾ lessure time (in ⁽⁶²⁾ recreation) and (for reading good books). 3. [When I ⁽⁶²⁾ (have come) home (from school)] I cook our rice ⁽¹³⁾ clean the house and furniture.

4. I decorate the house (with curtains) and (hanging) flowers and pictures. 5. [When my parents have visitors] I play (with my younger brothers and sisters.) 6. [When my mother ⁽⁶⁾ wash our clothes] I helped her ⁽⁶⁴⁾ (in washing our ⁽⁵¹⁰⁴⁾ clothes.)

7. I clean the surrounding ⁽⁴¹⁾ (of our house) and ⁽⁵¹¹⁷⁾ [the plants are watered (by me)] 8. (In our backyard) I try (to plant) and (to raise vegetables) (to eat.) 9. (In the front yard) I plant ⁽⁶⁴⁾ flowering plants last year. 10. Everyday I gathered ⁽⁶⁴⁾ flowers and [when I bring them ⁽⁵⁷⁵⁾ school I gather vegetables] and I sell them ⁽⁵⁷⁵⁾ (in market.) 11. This is [how I help my parents (at home)] 12. Mother always say ⁽⁶¹⁾ (to me) ⁽¹¹³⁷⁾ ⁽¹¹⁴¹⁾ ⁽¹¹⁶⁰⁾ [you are a good girl.]

An uncorrected form of the foregoing typical composition of a seventh grade pupil appears as follows:

How I Helped My Parents

Our parents are the ones who are helping us in our studies. We must give them lessure time in recreation and for reading good books. When I have come home from school I cook our rice clean the house and the furniture. I decorate the house with curtains and hanging flowers and pictures. When my parents have visitors I play with my younger brothers and sisters. When my mother wash our clothes I helped her in washing our clothes. I clean the surrounding of our house and the plants are watered by me. In our backyard I try to plant and to raise vegetables to eat. In the front yard I plant flowering plants last year. Everyday I gathered flowers and when I bring them school I gather vegetables and I sell them in market. This is how I help my parents at home. Mother always say to me you are a good girl.

Statistical Verification of the Typical Compositions

After an analytical study of the different elements of each of the 1,530 compositions, one composition from each grade, possessing the combined characteristics that have been found in the analysis, was presented as typical for each of the five grades studied.

A summary of the statistical facts bearing on some of the important elements of each of the typical compositions in each grade is exhibited in Table XXXVI.

The samples used in this study are fairly representative of the universal in the public school system in terms of the linguistic regions, of the educational practices, and the average school population. The compositions for each grade were collected from the different major linguistic regions of the Philippines. They were drawn from eight provinces covering a territory from La Union in the North to Sulu in the South. Due to the highly centralized administration of the Philippine schools and the resulting uniform educational practices, each of the schools here included is similar to the others in the same grade, and all of

TABLE XXXVI
A SUMMARY OF THE STATISTICAL FACTS BEARING ON SOME
OF THE IMPORTANT ELEMENTS OF THE TYPICAL
COMPOSITIONS IN EACH GRADE

Category	III				IV			
	M	SD	N	PE _M ±	M	SD	N	PE _M ±
Number of words	89.60	32.06	314	1.22	87.59	34.49	306	1.38
Number of sentences	10.61	4.64	314	0.18	8.92	3.71	305	0.14
Length of sentences	8.49	5.64	3305	0.07	9.78	5.34	2698	0.07
	F _p		N	PE _{f_p} ±	F _p		N	PE _{f_p} ±
Simple sentences	74.5		2129	0.64	63.2		1816	0.76
Complex sentences	16.4		2129	0.54	23.8		1816	0.67
Adverbial clauses	61.9		698	1.24	73.1		817	1.05
Overloadedness	34.1		1550	0.81	29.6		1440	0.82
Failure in clearness	27.5		1550	0.76	32.5		1440	0.84
Verb errors	75.4		1309	0.80	77.1		1158	0.83
Noun and pronoun errors	12.2		1309	0.61	11.0		1158	0.62
Errors in comma	10.5		2327	0.43	11.7		1152	0.64
Errors in capitali- zation	34.6		2327	0.67	33.4		1152	0.94

V				VI				VII			
M	SD	N	PE_M $\pm$	M	SD	N	PE_M $\pm$	M	SD	N	PE_M $\pm$
43 12	40.70	294	1.60	119.02	40.64	310	1.56	146.39	42.54	294	1.67
9.56	3.97	287	0.16	9.85	4.04	308	0.16	11.65	4.22	298	0.17
11.53	6.53	2845	0.08	12.21	6.46	3020	0.08	12.56	6.17	3415	0.07
F_p		N	PE_{fp} $\pm$	F_p		N	PE_{fp} $\pm$	F_p		N	PE_{fp} $\pm$
47.6		1861	0.78	50.4		1917	0.77	51.1		1934	0.77
34.8		1861	0.74	32.5		1917	0.72	35.8		1934	0.74
63.9		1249	0.92	60.0		1249	0.92	60.0		1175	0.96
29.6		1316	0.85	22.1		1200	0.87	24.7		889	0.98
27.1		1316	0.83	25.9		1200	0.85	23.7		889	0.96
76.9		1470	0.74	69.8		1308	0.86	69.2		1079	0.95
7.8		1470	0.47	12.3		1308	0.61	8.9		1079	0.58
14.0		961	0.76	75.5		719	0.96	14.1		455	1.10
29.9		961	1.00	23.5		719	1.07	22.6		455	1.32

them represent the typical grades in the entire educational system. The pupils who wrote the compositions in each grade were those who had the average standing in the class as measured by their school marks in the previous school year.

The variability of the group of the samples may be seen in the foregoing table. The data clearly reveal that each of the five compositions is typical of the groups included in the study. The small size of the P.E. in all cases indicates how closely any one of them represents the true mean. For example, in the number of words of the third grade typical compositions, the chances are even that the true mean lies between 88.38 and 90.82 words.¹ It is also certain or the chances are 99 to 100 that the true mean lies between 84.72 and 94.48 words.² In the case of the percentage of simple sentences in the third grade, the chances are fifty-fifty that the true percentage of simple sentences of the group lies between 73.86 and 75.14.³ It is clear, therefore, that the five compositions here presented are typical of the groups from which they are chosen.⁴

¹K. J. Holzinger, Statistical Methods for Students in Education, p. 234. New York: Ginn and Co., 1928.

²H. E. Garrett, Statistics in Psychology and Education, p. 125. New York: Longmans, Green and Co., 1926.

³Holzinger, op. cit., p. 243.

⁴L. L. Thurstone, The Fundamentals of Statistics, pp. 171-75. New York: Macmillan Co., 1927.

Appraisal of Filipino Expression Ability by Experts

In order to verify the growth in composition ability which is indicated in the preceding discussion, a group of five experts¹ consisting of professors in the teaching of English and professors of education were asked to rate each of the typical compositions for each grade. Copies of the typical compositions without designation of grade level were sent to these experts and they were asked to appraise them on the Van Wagenen English Composition Scales (narration only) and on the Nassau County Supplement to the Hilligas Scale for Measuring the Quality of English Composition.

When the reports of these experts were tabulated, the compositions were graded in general merit and other aspects of composition in the order in which they were placed in the grade level in this investigation. Based on the Nassau County Supplement Scales, four judges considered the seventh grade typical composition better than the typical composition of the sixth grade; four judges reported that the sixth grade composition is better than the fifth; three judges considered the fifth grade composition superior to that of the fourth grade, while two reported that they are equal; and two reported that the fourth grade composition is better than the third, and three considered them equal. As measured by the Van Wagenen Scales, three judges considered the general merit of fourth grade typical composition better than that of the third grade; three reported that the fifth is better than the fourth, all considered the sixth grade

¹Those who co-operated in rating the compositions were: Professors R. L. Lyman of the University of Chicago, R. C. Pooley of the University of Wisconsin, D. V. Smith of the University of Minnesota, P. M. Symonds of Teachers College, Columbia University, and C. S. Thomas of Harvard University.

better than the fifth, and four considered the seventh grade better than the sixth.

The growth in general merit and the development in specific aspects of composition ability in each succeeding grade is portrayed in Figure 19. The data are based on the average of the reports of the judges on the Van Wagenen Scales.

Figure 19 indicates that in "general merit" consistent improvement occurs from grade to grade. While it is observed that there is slow progress from the fourth to the fifth grade, rapid acceleration is manifest from the fifth to the sixth and from the sixth to the seventh. The largest gain was attained in the seventh grade. This fact seems to imply that after the preliminary training is given in the early grades, greater improvement takes place in the higher grades.

The figure indicates also improvement in the thought content and structure of sentences. The thought content of a typical seventh grade composition shows great improvement over the compositions in the lower grades. The improvement is a continuous one from the third to the seventh grade, with the largest amount of improvement from the sixth to the seventh. In structure there is also a noticeably consistent progress, which attains its highest improvement in the seventh grade. There is marked improvement in the mechanical aspects of the compositions from the third to the sixth grade and a retrogression from the sixth to the seventh. The greatest improvement in mechanics takes place from the fifth to the sixth grade.

The growth of composition in the "general merit" according to the Van Wagenen Scales and in "general quality" according to the Nassau County Supplement Scales is presented in Table XXXVII.

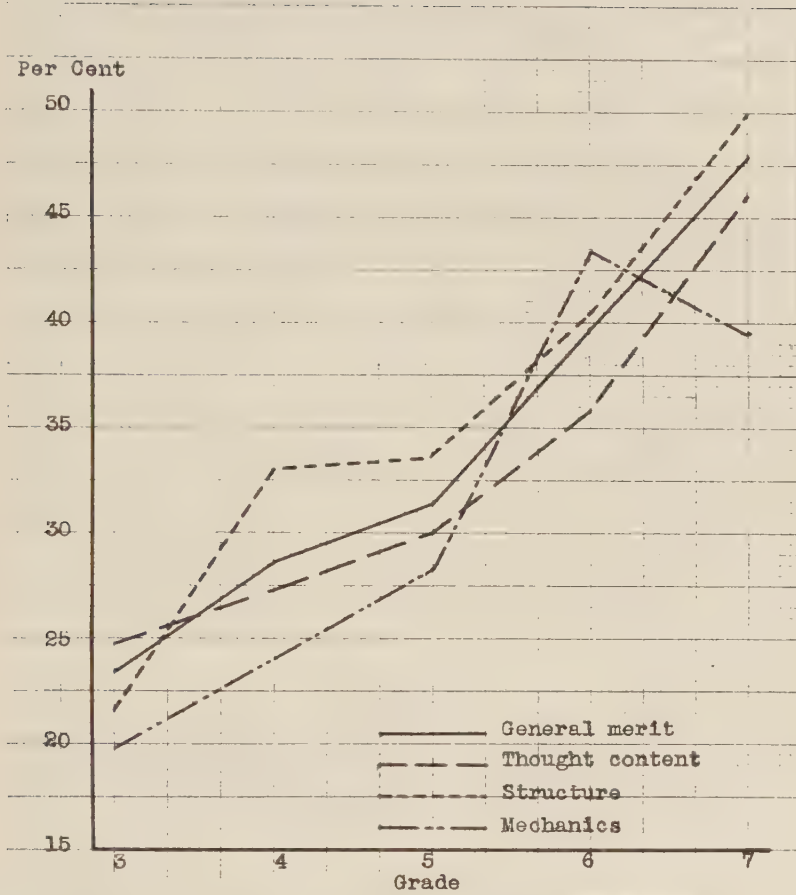


Fig.19.--Growth in general merit and the development in specific aspects of composition ability.

TABLE XXXVII

GROWTH IN GENERAL MERIT (ACCORDING TO VAN WAGENEN SCALES)
AND IN GENERAL QUALITY (NASSAU COUNTY SUPPLEMENT) OF
COMPOSITIONS ACCORDING TO THE JUDGMENT OF EXPERTS

Scale	Grade				
	III	IV	V	VI	VII
Van Wagenen	23.29	28.51	32.28	39.68	47.71
Nassau County Supplement	2.1	2.46	3.02	3.84	4.72

The foregoing table indicates that, measured by the two scales, actual growth takes place from grade to grade. Both scales point to the fact that the greatest amount of improvement takes place from the sixth to the seventh grades.

When the quality of compositions of Filipino children is compared with that of the compositions of American children, some interesting results are found. This comparison is presented in Table XXXVIII.

TABLE XXXVIII

COMPARISON OF THE ACHIEVEMENT IN ENGLISH COMPOSITION OF AMERICAN
AND FILIPINO CHILDREN IN SUCCESSIVE SCHOOL GRADES BASED
ON THE NASSAU COUNTY SUPPLEMENT SCALES

Group	Grade					
	III	IV	V	VI	VII	VIII
American children						
Standard (Trabue)		3.5	4.0	4.5	5.0	5.5
Actual average		3.0	3.6	4.2	4.7	5.3
Filipino children	2.1	2.46	3.02	3.84	4.72	...

Table XXXVIII indicates that the general quality of the compositions of Filipino children is slightly below the standard for the American children in the three early grades. Up to the sixth grade, the quality of compositions of Filipino children is approximately one grade behind that of the compositions of American children. It is an impressive fact, however, that in the seventh grade the quality of Filipino compositions is equal to the quality of the compositions written by American children. The improvement in the quality of the Filipino compositions increases its rate as pupils advance in grades. Whereas the progress from Grade III to Grade IV is only .36 of a point, improvement from Grade VI to Grade VII is .88 of a point on the scale.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This investigation was conducted in an attempt to discover the development of English written expression among the Filipino children who write English as a foreign language, and to determine their progress in writing compositions in each of the successive school grades of the Philippine educational system. Specifically, the main problems deal with the determination of the quantitative growth of the various elements of sentences in the compositions, and the discovery of the qualitative progress in sentence structure, grammatical rules, and mechanical usage. It also investigated the nature and characteristics of the general growth in written expression ability.

For this investigation, 1,530 compositions were analyzed to discover the development of vocabulary, sentences, clauses and phrases, and to determine the progress in the elimination of errors in sentence structure, grammar, and mechanics. The nature of the general growth in written expression was measured by means of the standardized composition scales. The compositions were written by the children in Grade III through Grade VII from the different major linguistic regions represented by the provinces of Batangas, Camarines Sur, Capiz, Jolo, La Union, Pampanga, Pangasinan, and Zambales.

The data gathered in the preceding sections point clearly to some indications which may help to determine the progressive growth in written expression. The outstanding fact revealed in Chapter III and Chapter IV is that, as pupils advance from grade to grade, there is a substantial and continuous growth in the

quantity of expression and in the quality of sentence structure, grammatical usage, and mechanical control. Development takes place in the number of words, in the length of sentences, in the number of dependent clauses, and in the number of phrases. It reveals itself when within the same length of time a child in the seventh grade can write more words and use longer sentences than a child in the third grade.

Thought and language are inseparable. Development in written expression cannot proceed without a corresponding growth in the mental life of the child. Conversely, growth in mental life cannot be expected without a corresponding mastery of the language. Written language is a system of symbols, and man's superiority over animal is evidenced by his mastery of the symbolic world as well as by his capacity to generalize on the basis of symbols. "Without language, which is a highly refined system of symbolism, the generalization process certainly cannot proceed."¹ The child's vocabulary of a foreign or a native language is the symbolic representation of what he has experienced, felt, and learned. The accuracy of his thinking process may be measured by the skill and mastery of the symbolism of language. Every new word learned is an addition to his mental life; every step in the direction of the mastery of the language is progress in the organization of clear and accurate thinking.

Words and sentences....are the means by which members of a social group exchange ideas and through this exchange help one another to arrive at clearer and more productive sequences of thought. Words more than any other social devices are the means by which minds react upon themselves and control and refine their own operations.²

¹G. C. Brandenburg, "Psychological Aspects of Language," Journal of Educational Psychology, IX (June, 1918), 330.

²C. H. Judd, The Psychology of Social Institutions, p. 193. New York: Macmillan Co., 1931.

In so far as words and sentences are objective evidences of mental life and breath of experience, the quantitative increase in the number of words and sentences and the qualitative refinement of sentence structure that were found in each advancing grade may be considered as manifestations of growth in the mental life of the Filipino children. They are the result of systematic training in the use of English in the school, in the same way as the infant learner of a native language acquires the mastery of language symbols through constant aid of the elders. With a Filipino child, attempt is being made to cast his mental outlook in the patterns of the English language. It is an unusual situation in the teaching of a foreign language. The English language occupies an important place in the mental life of the Filipino children.

Out of the mass of data here collected there are certain evidences which indicate the progressive growth toward a more mature mental life, and there are indices of general immaturity in the control of language expression. The changing proportion between the simple sentence and the complex sentence from the lower to the higher grades points to the changes in the mental life of the child. Immature children in the early grades, limited as they are in life experiences and lacking in the mastery of the means of expression of their thought, use more simple sentences than complex sentences. With the increase and complication of their experiences and interests, coupled with the acquisition of wider vocabularies and better mastery of the rules of language, the children in the higher grades use more complex sentences where the minor thought is subordinated to the major idea.

This investigation found at least three unmistakable evidences of the lack of language mastery, namely, incomplete sen-

tences, overloaded sentences, and ambiguity of expression.

As was indicated in Chapter IV, the percentage of incomplete sentences decreases with each promotion in grade. Such a decrease shows clearly the continuous growth toward the development of sentence-sense. Ability to distinguish correct language forms from the incorrect patterns is gradually being developed. Until and unless a certain degree of language mastery is developed, the children are likely to mistake a dependent clause or a prepositional phrase for the expression of the complete ideas they have in mind.

Another evidence of the lack of language mastery is the presence of many overloaded sentences in the lower grades and their gradual decrease in percentage in each higher grade. This fact is clearly demonstrated by the large percentage of the run-on sentences, and of the so, then, and and sentences in the compositions of the lower grades. The immature learner of a language has not yet developed a feeling of sentence-sense and has not yet mastered the intricacies of the language forms. This results in the use of many sentences introduced by such words as and, so or then in order to indicate their relationship in sequence and meaning to the previous sentence.

Ambiguity in expression as indicative of the lack of language mastery results mainly from the combination of unrelated members in sentences and the indiscriminate use of words. The demand of mental life for adequate expression is so great and the mastery of the language so meager that numerous and different ideas are put together in a sentence without consideration of the proper subordination of thought. The indiscriminate use of words has a strikingly large percentage in this study because of the difficulty of identifying the foreign words which seem to have

similar sounds and similar forms.

Some steps in language training may be suggested by way of inferences from the foregoing facts. There is a need for intensive training in the mastery of language that can cope with the demand for expression of rapidly developing ideas. The mere increase in the number of words or in the number of sentences is not desirable by itself alone. Progressive growth is significant only when it is based on a clear conception of the units of ideas and on the recognition of the major and minor ideas in a sentence. The objective to be realized would seem to be the development of clear thinking by a careful organization of ideas in terms of properly constructed sentences and logically arranged words rather than the mere increase in vocabulary or ability to write words in a given unit of time.

The attainment of such an objective in clear thinking would depend primarily upon the mastery of the essential elements of a sentence and upon the knowledge of the important aspects of composition such as structure, grammar, and mechanics.

The evidences on hand suggest that, in so far as frequency of usage is the index of values, economy of time and effort can be secured by emphasizing the training in the use and construction of declarative sentences as this type of sentence comprises about 99 per cent of all sentences used. In teaching the kinds of dependent clauses, the adverbial clause demands a greater emphasis than the other types. When the adverbial clauses are classified, more training should be given to the adverbial clauses of time, cause, condition, and purpose. The order of frequency of usage of the different types of phrases and hence the corresponding degree of emphasis that should be given to each is as follows: adverbial, infinitive, adjective, gerund, and participial.

The progress toward the mastery of the English language by the Filipino children must take into consideration the distinctive characteristics of the Philippine languages. Language is a social institution. As an instrument of thought it is a product of long social evolution. Diversity in environmental conditions and difference in social needs may affect the patterns of expression. Judd sums up clearly the social characteristics of language when he says:

Language is a social institution. It has evolved through countless generations. It becomes a guide to the thought and efforts of every member of the race.¹
.....

Language has to be produced and therefore can be fully explained only when it is realized that man made words as an expression of his indirect social reaction to the world in which he lived.²

The findings of this study seem to indicate that some of the peculiar characteristics of the Philippine languages affect directly or indirectly the Filipino mode of expression in English. The data in Chapter IV show that a large percentage of the errors in grammar are due to mistakes in the use of certain verb forms and pronoun usage. Such large percentage of errors has already been explained by examining some of the characteristics of the Philippine languages.³ In addition to them, there are other errors peculiar to the Filipinos.

The findings in Chapter IV show that certain percentages of errors are caused by the mistakes in idioms and by the direct translation of Filipino expression into English. Those mistakes seem perfectly natural when one considers the social characteris-

¹Judd, The Psychology of Social Institutions, p. 207.

²Ibid., p. 197.

³C. Lopez, "Structural Peculiarities of Philippine Tongues," The Philippine Herald, October 3, 1931.

tics of language. Idiomatic expression is evolved in the prevailing use of a language, and thought which finds its expression in language is affected by the environment. To give an example, in one of the compositions a child wrote, in substance, this: "August is the month to light frog." Its direct source in the Philippine idiom is Agosto ay buan ng pangingilaw ng palaka, whose real essence in current English expression is "August is the time when fishermen with their light catch frogs." This happens because "light" means ilaw (noun) in Tagalog and this can be converted into a verb by adding the particle mag to ilaw (mag-ilaw = to put on light) and changed into adjective by adding another kind of particle pangi which produced pangingilaw. But "light" as used by the American children has a radically different meaning when used by a Filipino child whose equivalent "ilaw" has a particular connotation when used in relation to Philippine conditions. Also, in the Philippine vernaculars Ilang taon ka? is in popular usage. Literally translated it becomes "How many years are you?" whose idiomatic equivalent is "How old are you?"

In the Philippine languages, many words are formed by the combination of the roots and the particles. The emphatic form of the verb and the continuity of action are expressed by repeating the original verb and by joining them by the connective ng. Hence, takbo (run) expresses a continuity of action by takbo ng takbo (always running); similarly, basa (read) may be changed into basa ng basa (always reading); and tawa (laugh) may be made into tawa ng tawa (always laughing).

With such a linguistic background it does not seem strange to find among the results of the analysis (Chapter IV) that there are many instances where the English verbs are made to show the same characteristics as the Philippine verbs. Hence, "Pedro is

running and running" from the Philippine vernacular Si Pedro ay takbo ng takbo.

The large percentages of errors due to the indiscriminate use of words and to the misspellings that were indicated in the preceding sections may find their explanation from the nature of the English words and the characteristics of the Philippine words. To begin with, the spellings of the English words are inherently difficult even to Americans themselves. Aside from this, English words have the element of novelty both in sound and in form to the Filipinos. The Filipino children are taught by the native Filipino teachers of whom many are certainly not masters of English pronunciation. In addition to all these difficulties, there are certain striking characteristics of the Philippine phonetics which may produce certain effects upon the learning of spelling or in the apprehension of the meaning of the word.

The foregoing characteristics of the Philippine languages show the contrast between them and the English language. To one who is acquainted with both languages the simplicity and the ease of learning the Philippine languages are very evident. Conversely, they indicate the difficulties with which one who is accustomed to the simple Philippine languages encounters when he begins to learn the more complicated English language.

This lengthy discussion of some of the most important findings of this investigation and their explanation in the light of the peculiar characteristics of the Philippine languages reiterates the obvious fact that the English language is a foreign language to the Filipinos and that language is a distinct social institution. This indicates clearly that a Filipino child who is trying to learn the English language is facing two important problems. In the first place, he must acquire a new stock of

words and English expressions. In the second place, he must express his ideas in a new pattern of expression which is distinctly different from that which he uses from infancy. The first problem involves the acquisition of materials; the second, the arrangement of these words and expressions according to the syntactical rules and grammatical principles of the English language.

With these problems as the objectives and the results of this investigation as the guides, there are certain lines of investigation which may be suggested for the scientific construction of curriculums in the Philippine public schools.

I. Functional Grammar

Rivlin defines functional grammar as "the knowledge of a grammatical item which will prevent the commission of an error in English or which will assist in the correction of an error already made."¹ In this country some investigations in this field have already been made.² But in view of certain fundamental differences in the characteristics of the English language and the Philippine languages, there is a need for this kind of study in the Philippines, which will take into account the peculiar characteristics of the Philippine languages.

II. Practical Phonetics

Extensive experimentation and comprehensive laboratory study should be made in the field of pho-

¹H. R. Rivlin, Functional Grammar, p. 61. New York: Bureau of Publications, Teachers College, Columbia University, 1930.

²M. J. Stormzand and M. V. O'Shea, How Much English Grammar? Baltimore: Warwick and York, 1924; R. C. Pooley, Grammar and Usage in Textbooks on English. Madison, Wisconsin: University of Wisconsin, Bulletin No. 14, August, 1933; H. R. Rivlin, op. cit.

netics. Since English is a foreign language to the Filipino children whose speech organs are habituated to their vernacular, careful analysis of speech sounds in both languages should be made for the purpose of determining the Filipino children's difficulties in pronunciation.

III. Spelling

Spelling offers a fruitful field for study and investigation. With the particular needs of the Filipino children in mind, an investigation of the number of words most frequently used and most frequently misspelled will be of great value in the teaching of English in the Philippines.

IV. Local Unidiomatic Expression

A research on the frequency of the most common expressions which are purely local in character or are not in accordance with the acceptable English standard of current usage requires immediate attention. An enumeration of this type of expression with the corresponding idioms in English will help a great deal to change some of the so-called Filipino English expressions into refined standard English.

By analyzing and synthesizing the different elements of the 1,530 compositions, a typical composition for each grade was derived. Each of these compositions represents the average performance of a highly selected group of pupils who remain in each higher grade after a process of elimination. The quantitative as well as the qualitative characteristics of each composition are presented in statistical forms which are subsequently reduced to

actual compositions. The data exhibited in Tables XXXI, XXXII, XXXIII, XXXIV, and XXXV together with their corresponding compositions may be considered as representing the typical achievement of the pupils in each grade of the Philippine public schools by means of which the progress of the individual pupil in writing an English composition may be measured.

The nature and rate of growth in the ability of the Filipino children to write English compositions was determined by the use of the standardized English composition scales derived from American children. It was found that the expression ability of the Filipino children has two distinct periods of growth. The first period, which may be called the period of preparation and word building, covers the Grades III, IV, and V. The second period, which may be termed the stage of organization and refinement, starts with the sixth grade and includes the seventh.

The first period is characterized by a slow rate of progress and a large percentage of errors. As was indicated, the immature learners of English as a foreign language showed a comparatively slower rate of development between each grade from the third to the fifth than was found in the higher grades. This fact is especially true in the case of the development of vocabulary and the number of sentences, and in the large percentage of errors in sentence structure, in grammar, and in the mechanics of writing. In the case of the mechanical errors, however, there is a marked elimination of errors from the third to the fourth grade, and a less marked rate of progress after these grades. The second period indicates a stage of rapid rate of growth. With longer training and greater experience, the pupils in the last two grades revealed a more rapid development. The pupils showed very much accelerated development in the sentence structure and

grammatical use during the sixth and seventh grades, and in the growth of vocabulary and the number of sentences from the sixth to the seventh. In general merit and in the thought content of compositions much more improvement takes place from the fifth to the sixth and from the sixth to the seventh than was found in the lower successive grades.

From the foregoing facts certain conclusions seem evident. Useful educational results in terms of ability to express clearly the ideas in written form can only be attained by a long period of schooling. The period of slow progress which is predominantly covered by the primary grades shows that the pupils who drop out before reaching the fifth grade have not yet passed the period of preparation and word building. Whatever ability is developed during this period seems to possess doubtful social values. The period of rapid progress in the higher grades points to the possibility of attaining an adequate mastery of the English language with a prolonged attendance in the schools. It seems safe to state that the capable pupils who can remain in the school for a considerable length of time may develop the ability in English expression which can be utilized in practical life.

